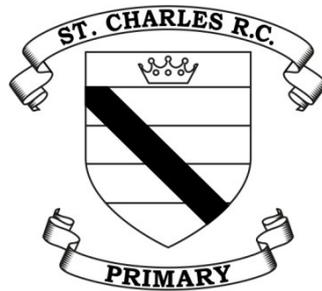


St Charles RC Primary School

Geography Policy

2016-17



CHRIST IS AT THE CENTRE



Compassionate
Helpful
Respectful
Inclusive
Sharing
Truthful



St Charles RC Primary School

Geography

2016-17



Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.

We aim to pass on the faith we share in partnership with you.

We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.

We take pride belonging to St. Charles RC Primary School.

MISSION STATEMENT

As a family of God, we love to learn and learn to love

Introduction

Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures.

Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multicultural country;
- to allow children to learn geographic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and learning

In line with the school's Teaching and Learning Policy, in Geography we:

- Design activities which help pupils answer the geographical questions such as: Where is it? What is it like? How has it changed? Why has it changed? How will it change next? What will happen if? How might it be better? What can be done about? How do I feel?
- Share with pupils what they are expected to learn and how they are expected to learn it.
- Provide a variety of learning activities that are used regularly, including observation, enquiry, investigation, games, puzzles and problem-solving; encourage pupils to evaluate critically information, ideas and different viewpoints.
- Encourage pupils to describe, explain, predict and evaluate places, geographical patterns and processes and environmental changes.
- Plan for pupils to make and use maps, atlases and globes regularly in order to locate places being studied and make/use models to explore geographical patterns and processes.
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups.
- Encourage discussion so that pupils clarify their thinking.
- Set high expectations and use National Curriculum levels to aid this so that learning objectives and activities are sufficiently challenging.

- Provide pupils with regular feedback about their work and about what they need to do next in order to improve.
- Use assessment, including the use of focused questions, to determine the pupils' levels of knowledge and understanding, before, during and after units of work.
- Expect pupils to record their work in a variety of ways, including diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. As appropriate, pupils make oral presentations of their work.

Geography curriculum planning

We use the national curriculum for geography as the basis for our curriculum planning. We have adapted the curriculum to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Assessment

Assessment can take place at three connected levels: short term, medium term and long term. These assessments can be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Links between Geography and other subjects: Geography contributes to many subjects within the primary curriculum e.g. Science, Maths, IT and PSHE. Opportunities will be sought to draw geographical experience out a wide range of activities, including fieldwork. This will allow children to begin to use and apply Geography in real contexts

Resources

We are continually reviewing resources in our school to be able to teach all the geography units in our Scheme of Work. We keep these resources in the classroom where each unit is taught.

Early Years Foundation Stage

We teach geography in the Foundation Stage as an integral part of the topic work covered during the year. The geographical aspects of the children's work is related to the objectives set out in the Early Years Foundation Stage Curriculum Guidance which underpins the curriculum planning for children aged three to five.

Geography makes a significant contribution to the objectives of developing a child's Knowledge and Understanding of the World through activities based on play and exploration. Teaching geography to children with special educational needs

At St Charles RC Primary School we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning Geography.

Health and Safety

Where children are to participate in activities outside the classroom, for example, a field trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

SEND and Inclusion

There are children of differing abilities in all classes at St Charles RC Primary School. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Gifted children will be identified and suitable learning challenges provided. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas.

We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. Work in Geography takes into account the targets set for individual children in their Individual Education Plans (IEPs).

Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using I.C.T., other technological aids and recorded materials;
- using alternative communication such as signs and symbols;
- using translators and amanuenses.

Equal Opportunities

St Charles RC Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.